CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed finding result and discussion of this research. It included the reasearch fainding discription, data analysis, reasearch discussion, and research delimitation.

A. Research Description

In this study, the research was conducted in MTsN 2 Jepara. The classes used as samples are class VIII A, VIII B and VIII C. The experimental class consists of class VIII A and VIII B , and the control class is class VIII C. The number of students used as the sample consists of 110 students, 2 classes are 36 students and a class is 38 students.

There are two kinds of student reading ability score data in this study. This score taken from the test those are pretest and post test. The materials of the study were recount texts based on the syllabus of the eighth grade. The treatment was conducted five meetings for two experiment classes. Pretest and post test conducted for both treatment and concrol class. Pretest conducted before giving treatment to the students to know student's comprehension skill. Then, post test conducted after giving treatment to the students to know student's comprehension skill as the impact of the treatment given. There are two kinds of treatments both are THIEVES and CSR strategy. Achievement tests aim at measuring students' achievement and looking at the effectiveness of the strategy. The pre-test and the post-test were in the form of multiple choices questions. The use of multiple-

choice test items enabled the researcher to have a consistent process of scoring and grading. Pretest and posttest in this study used 40 multiple-choice test items.

1. Data description of pre-test

a. Pre-test data description of experimental class 1

In this class, treatment class 1 is THIEVES class, it was students of MTs N 2 Jepara grade 8 class VIII A. Before treatment, pretest would be conducted in this study to see the ability of the students' reading comprehension for recount text. The THIEVES class consist of 38 Students. Data from the pre-test results from reading comprehension of students taught using THIEVES strategy were found by multiple choice tests based on recount text. The pretest and posttests included 40 items. The data description of pretest score is presented in the table below.

Table 7. Pretest result of THIEVES class

Score	Pretest
Mean	44.50
Maximum	55
Minimum	30
Standard Deviation	6.62

From the table above, it was describing the score result of pretest in the THIEVES class. The mean of the pretest in the THIEVES class is 44.50. The maximum score of the pretest in the THIEVES class is 55. The minimum score of the pretest in the THIEVES class is 30. The standard deviation of the pretest in the THIEVES class is 6.62.

b. Pre-test data description of experimental class 2

In this class treatment class 2 which is CSR class, it is student of MTs N 2 Jepara grade 8 class VIII B. Before treatment, pretest would be conducted in this study to see the ability of the students' reading comprehension for recount text. The CSR class consists of 36 students. Data from the pre-test results from reading comprehension of students taught using CSR strategy were found by multiple choice tests based on recount text. The pretest and posttests included 40 items. The data description of pretest score is presented in the table below.

Table 8. The Pre-test result of CSR class

Score	Pretest
Mean	42.36
Maximum	55
Minimum	30
Standard Deviation	5.76

From the table above, it was describing the score result of pretest in the CSR class. The mean of the pretest in the CSR class is 42.36. The maximum score of the pretest in the CSR class is 55. The minimum score of the pretest in the CSR class is 30. The standard deviation of the pretest in the CSR class is 5.76.

c. Pre-test data description of control class

Data from pretest results from reading comprehension of students taught using conventional strategy as control class were found by multiple choice tests based on recount text. Posttest included 40 items. it was student of MTs N 2

Jepara grade 8 class V III C. The description of the pretest data of Control class can be seen in the table below.

Table 9. Pre-test result of control class

Score	Pretest
Mean	41.30
Maximum	50
Minimum	35
Standard Deviation	4.87

From the table above, it was describing the score result of pretest in the Control class. The mean of the pretest in the Control class is 41.30. The maximum score of the pretest in the Control class is 50. The minimum score of the pretest in the Control class is 35. The standard deviation of the pretest in the Control class is 4.87.

2. Data Description of Post-Test

a. Post-test data description of experimental class 1

In this class treatment class 1 was THIEVES class, it was student of MTsN 2 Jepara grade 8 class VIII A. This post-test conducted in this study to see the achievement of the students' reading comprehension for recount text. The THIEVES class consist of 38 Students. Then, after being given a treatment that is treatment using THIEVES strategy, a post test was conducted.

The purpose of the posttest was to determine the effect of the treatment that had been given by knowing the score of the posttest. Data from the post-test results from reading comprehension of students taught using THIEVES strategy

were found by multiple choice tests based on recount text. The posttests included 40 items. The result description of post test score is presented in the table below.

Table 10. Post-test Score of THIEVES class

Score	Post test
Mean	70.59
Maximum	95
Minimum	50
Standard Deviation	10.62

The table was describing the score result of posttest in the THIEVES class. The mean of the posttest in the THIEVES class is 70.59. The maximum score of the posttest in the THIEVES class is 95. The minimum score of the posttest in the THIEVES class is 50. The standard deviation of the posttest in the THIEVES class is 10.62. This can be concluded that the mean score of the posttest in students' reading comprehension who were taught using THIEVES strategy was higher than the mean score of the pretest.

b. Post-test data description of experimental class 2

In this class treatment class 2 was CSR class, it was students of MTs N 2 Jepara grade 8 class VIII B. This post-test conducted in this study to see the achievement of the students' reading comprehension for recount text. The CSR class consist of 36 Students. Then, after being given a treatment that is treatment using CSR strategy, a post test was conducted.

The purpose of the post - test was to determine the effect of the treatment that had been given by knowing the score of the post - test. Data from the post-test results from reading comprehension of students taught using CSR strategy were found by multiple choice tests based on recount text. The post-tests included 40 items. The result description of post test score is presented in the table below.

Table 11. Post-test score of CSR class

Score	Post test
Mean	71.31
Maximum	95
Minimum	50
Standard Deviation	10.93

The table was describing the score result of post-test in the CSR class. The mean of the post-test in the CSR class is 71.31. The maximum score of the posttest in the CSR class is 95. The minimum score of the posttest in the CSR class is 50. The standard deviation of the posttest in the CSR class is 10.93. This can be concluded that the mean score of the posttest in students' reading comprehension who were taught using CSR strategy was higher than the mean score of the pretest

c. Post-test data description of control class

Data from post-test results from reading comprehension of students taught using conventional strategy as control class were found by multiple choice tests based on recount text. Post-test included 40 items. it was student of MTs N 2

Jepara grade 8 class VIII C. The description of the post-test data of Control class can be seen in the table below.

Table 12. Posttest result of control class

Score	Post test
Mean	58.81
Maximum	80
Minimum	35
Standard Deviation	9.47

From the table above, it was describing the score result of posttest in the Control class. The mean of the posttest in the Control class is 58.81. The maximum score of the posttest in the Control class is 80. The minimum score of the posttest in the Control class is 35. The standard deviation of the posttest in the Control class is 9.47. This can be concluded that the mean score of the posttest in students' reading comprehension who were taught using conventional strategy was higher than the mean score of the pretest.

3. The comparison data description of pre-test and post-test

The following table was comparison of students' achievement score between Experimental and Control Class which include the mean, highest and lowest scores, standard deviation. Data are presented in the following table.

Table 12. Description of students' comprehension skill

Test	Strategy	Mean	Max	Min	Std. Dev
Pre-test	THIEVES	44.50	55	30	6.62
	CSR	42.36	55	30	5.76
	Control	41.30	50	35	4.87
Post-test	THIEVES	70.59	95	50	10.62
	CSR	71.31	95	50	10.93
	Control	58.81	80	35	9.47

The table above was a general description of the results of the research in the pre-test and post-test stages, based on the class given treatment, namely the class with THIEVES strategy, class with CSR strategy, and the control class.

From the table above, it was describing the score result of pretest and posttest in the THIEVES class. The mean of the pretest in the THIEVES class was 44.50, the maximum score was 55, the minimum score was 30, the standard deviation score was 6.62. Meanwhile, it was also describing the score result of posttest in the THIEVES class. The mean of the posttest in the THIEVES class was 70.59, the maximum score was 95, the minimum score was 50, the standard deviation score was 10.62.

Next, from the table above, it was also describing the score result of pretest and posttest in the CSR class. The mean of the pretest in the CSR class was 42.36, the maximum score was 55, the minimum score was 30, the standard deviation score was 5.76. Meanwhile, it was also describing the score result of posttest in the CSR class. The mean of the posttest in the CSR class was 71.31, the maximum score was 95, the minimum score was 50, the standard deviation score was 10.93.

The last, from the table above, it was also describing the score result of pretest and posttest in the Control class. The mean of the pretest in the Control class was 41.30, the maximum score was 50, the minimum score was 35, the standard deviation score was 4.87. Meanwhile, it was also describing the score result of posttest in the Control class. The mean of the posttest in the Control class was 58.81, the maximum score was 80, the minimum score was 35, the standard deviation score was 9.47.

Then, for all the descriptions above show that there was significance difference between pretest and posttest result score. The table, all data of post-test was better result than post-test. Next, from the table can be concluded that the post-test of experimental class 1 has better result than control class, the experimental class 2 also has better result than control class. The comparison between experimental class 1 and experimental class 2, experimental class 2 has better result than class experimental 1. So, there was highest significance different among all the classes from the samples, while the experimental class 2 which is SCR class reached the highest enhancement related to students reading comprehension than all.

B. Data Analysis

The data analyzed is data on students' reading comprehension. The data is obtained from the pre-test that has been carried out before students get treatment. In this study, the pre test used instrument multiple choice question totaling 40 questions with reqount text material. The pre test aims to determine students'

comprehension in treatment class 1 and treatment class 2 before getting treatment and the control class. There are two treatments in this study, the first treatment is THIEVES and the second treatment is CSR. The pre test was held on March 19, 2019.

There are three kind of tests used in this chapter. First, normality test was used to find out the data from the population was distributed normally. Second, homogeneity test was used to find out the sample variance is homogenous. Third, hypothesis test was used to know the hypothesis of research is acceptable.

1. Normality test

The results of the normality test using Kolmogorov Smirnov and Saphiro-Wilk test based on the pre-test data can be seen in table below. The results of the full analysis can be seen in the appendix.

Table 14. Result of normality test.

No	Class	Kolmogorov-smirnov			Shapiro-wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
1	THIEVES	0.087	36	0.200	0.974	36	0.535
2	CSR	0.129	36	0.135	0.976	36	0.610
3	Control	0.121	36	0.200	0.956	36	0.167

In this test, the normality test data displayed in the table uses Kolmogorov-Smirnov and Shapiro-Wilk which has been analyzed using the SPSS 22 program. The normality test is used to determine the normality of the pre test score whether the data is normally distributed or not. Normality test can be known from the significance Kolmogorov-Smirnov and Shapiro-Wilk test. In this study, the results

of the normality test for treatment class 1, treatment class 2 and the control class are normally distributed because the value of all the significance values was greater than 0.05.

2. Homogeneity test

This test is used to find out what the sample variance is homogeneous or not. The homogeneity test in this study is analyzed with the Levene test using the SPSS 22 program. The sample variance can be said homogenous if the significance of probability score is greater than 0.05. The results of the homogeneity test in this study were analyzed by the SPSS 22 program presented in the following table.

Table 15. Result of Homogeneity Test

Levene Statistic	**df1**	**df2**	**Sig.**
1.455	2	107	0.238

The results of the analysis in the table above, it is known that the significance value is 0.238 or Sig ≥ 0.05. However, this means that the data in this study come from the same or homogeneous variance of data.

3. Hypothesis test

After the data were in the normal distribution and the variances were homogenous, then the test of hypothesis was used analysis of covariance *(Ancova).* The hypothesis testing was aimed to analyze whether the hypothesis of this research is accepted or not. The researcher used *Ancova* and continued by

Scheffe test in this study. To find out the significance of the treatments in students' reading comprehension using THIEVES strategy, CSR strategy, and conventional strategy, the researcher used *Ancova.* Meanwhile, to know the rank of the treatment, the researcher used Scheffe test. This analysis used SPSS 22 program. H_0 is accepted and H_a is rejected if $p > \alpha$ or the rate of probability is greater than 0.05 (Sig> 0.05). Next, Ha is accepted and Ho is rejected if $p < \alpha$ or the rate of probability is lower than 0.05 (Sig <0.05). Then, researcher continued with statistical Scheffe test using SPSS 22. Scheffe test is a further test that is used to find out the rank of the treatment to see the significance value. The result of *Ancova* test is shown in the table below.

Table 16. Result of Ancova test

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	3571.113	2	1785.556	16.770	.000
Within Groups	11392.580	107	106.473		
Total	14963.693	109			

From the table, it shows the significance value result is 0.00, which is lower than 0.05. This shows that the value of $P < \alpha$ or sig value <0.05 means that Ha is accepted and Ho is rejected. Then, it can be concluded that there is a significance difference among students' accomplishment in students' reading comprehension were taught using THIEVES strategy, CSR strategy and, and conventional strategy.

Afterwards, it shows the significance difference from Ancova test and there is the following analysis by Scheffe test to analyze which was the most effective strategy to improve students' reading comprehension. The result of used Scheffe test is displayed in the table below.

Table 17. Result of Scheffe test

(I) Strategy	(J) Strategy	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Thieves	CSR	-.7273	2.3999	.000	-6.685	5.230
	Control	11.7727*	2.3999	.000	5.815	17.730
CSR	Thieves	.7273	2.3999	.000	-5.230	6.685
	Control	12.5000*	2.4321	.000	6.462	18.538
Control	Thieves	-11.7727*	2.3999	.000	-17.730	-5.815
	CSR	-12.5000*	2.4321	.000	-18.538	-6.462

From the table, it is displayed the comparison about the effectiveness strategy among the use of THIEVES Strategy, CSR strategy, and conventional strategy to improve students' reading comprehension. It analyzed with *Scheffe* test using SPSS 22 to see the comparison of mean different among them.

The hypotheses testing of this research are specified as follows.

a. Hypothesis test 1

The first hypothesis in this research is the use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension

in teaching reading about recount text at MTsN 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of P < α or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of THIEVES strategy and conventional strategy is 11.7727. It can be concluded that the use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension and the first hypothesis in this research is accepted.

b. Hypothesis test 2

The second hypothesis in this research was the use of CSR strategy is more effective than conventional strategy to improve students' reading comprehension in teaching reading about recount text at MTsN 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of P <α or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and conventional strategy is 12.5000. It can be concluded that the use of CSR strategy is more effective than conventional strategy to improve students' reading comprehension and the second hypothesis in this research is accepted.

c. Hypothesis test 3

The third hypothesis in this research was the use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension in

teaching reading about recount text at MTs N 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of P <α or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and THIEVES strategy is 0.7273. It can be concluded that the use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension and the third hypothesis in this research is accepted.

d. Hypothesis test 4

The third hypothesis in this research was the use of CSR strategy is most effective strategy to improve students' reading comprehension than all in teaching reading about recount text at MTsN 2 Jepara. the result of *Scheffe* test showed the comparison mean difference between the use of THIEVES strategy and conventional strategy is 11.7727. The result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and conventional strategy is 12.5000. The result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and THIEVES strategy is 0.7273. It can be concluded that the use of CSR strategy is most effective strategy to improve students' reading comprehension than and the fourth hypothesis in this research is accepted.

C. Discussion

In this section, the results of research finding were discussed. Meanwhile, the objectives of the study were 1) to find out that the use of THIEVES strategy is

more effective than conventional strategy to improve students' reading comprehension, 2) to find out that the use CSR strategy is more effective than conventional strategy to improve students' reading comprehension, 3) To find out that the use of THIEVES strategy is more effective than CSR strategy to improve students' reading comprehension, 4. to find out the most effective strategy among the use of THIEVES Strategy, CSR strategy, and conventional strategy to improve students' reading comprehension.

1. The discussion of hypothesis 1

The first hypothesis in this research is the use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension in teaching reading about recount text at MTs N 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of $P < \alpha$ or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of THIEVES strategy and conventional strategy is 11.7727. It can be concluded that the use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension and the first hypothesis in this research is accepted.

This is in line with some experts that THIEVES is effective reading strategy to improve students' comprehension. Like Manz (2002) stated that the use of THIEVES strategy can help readers especially students read comprehension by giving them the opportunity to see the structure of the text

in an organized and orderly manner. THIEVES presented as individual learning tools for students. This pre-reading strategy will allow students to "steal" information before they actually start reading texts. This strategy activates their background knowledge in other ways to understand the reading texts they read. THIEVES are one of the strategies to activate the background of students' knowledge and give contribution for students in learning process. As stated by McAndrews (2008:151) the strategy to provide background knowledge and organizational structure for reading texts by surveying parts of a text and THIEVES is easier for reading activity. After reading the main body of the text, the students will *steal* the most important information that they need to understand from text because they know how to be a *thief.* In this strategy students learn to see per chapter or part of the chapter to find out chapter information when they read it (Kinberg, 2007). THIEVES strategy make reading much easier to understand text in reading activities. Students will find the main part of the text after reading using this strategy (Gear, 2008). It makes easy for students to get the most important information they need about text, because they know how to steal information from text.

This research has similar results with Alfaki & Siddiek (2013) who conducted the research about investigating the role of activating background knowledge in reading comprehension through text previewing. In this study a previewing strategy called THIEVES. In this study, researcher used an experimental study using a *t-test* as a statistical measure of the data. A total of forty, third year secondary school male students served as the subjects of the

study. Al-Forsan secondary school students, who were reading for their final year. All the participants were between the age of 17 and 18 and all were native Arabic speakers. Then got the conclusion that previewing a text through THIEVES as a prior knowledge activator. It proves that there is a positive correlation between previewing a text through THIEVES as a pre-reading activity (that aims to activate prior knowledge) and better reading comprehension.

Other researcher who was investigating the effectiveness of CSR strategy is Ananda. R. (2016). He investigated on the Effectiveness of using THIEVES strategy in teaching reading of recount text at Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016. The research method was an experimental research. The formula to analyze the data was used *t-test*. Then, the result of this research, researcher concludes that THIEVES Strategy as a teaching strategy was effective in teaching reading recount text.

2. The discussion of hypothesis 2

The second hypothesis in this research was the use of CSR strategy is more effective than conventional strategy to improve students' reading comprehension in teaching reading about recount text at MTsN 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of $P < \alpha$ or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and

conventional strategy is 12.5000. It can be concluded that the use of CSR strategy is more effective than conventional strategy to improve students' reading comprehension and the second hypothesis in this research is accepted.

This is in line with some experts that CSR is effective reading strategy to improve students' comprehension. Like Klingner, et al. in Puspita (2012) said that CSR is a development teaching strategy to explore the potentials of collaboration for teaching learning language especially reading skill in the classroom with the in various level and achievement of students can work together in small groups, cooperative groups to facilitate students to apply four steps of reading strategies in CSR there are; *Preview, Click & Clunk, Get the Gist* and *Wrap Up* to help their comprehension to read the text. Abidin & Riswanto (2012) also add that Collaborative Strategic Reading *(CSR)* students learn how to read a text comprehensively in a group. In this strategy students do 'previewing' text; then finding click and clunk words of each paragraph; getting the gist is the most important strategy to find the main idea of each paragraph; and wrapping up key ideas of text. This collaborative strategy can help students apply read a text comprehensively in a small group.

This research has similar results with Rahman (2015) who investigates the effects of CSR strategy on reading comprehension that it was conducted at Madrasah Aliyah Negeri MAN 1 Makassar, South Sulawesi with 40 students as respondents. The study proves the implementation of CSR has a significance effect on students' reading comprehension in terms of content of the text: preview, click and clunk, get the gist and wrap up. The results of

students' reading score from pre-test to post-test demonstrate a significance difference. It is found that sig. (2tailed) 0.000 lower 0.05. The comparison of the students' reading proficiency outcome between the two groups (8.592>2.024) shows that the improvement of student reading comprehension is significance. The finding signifies that CSR is positively responded by the experimental class. The implementation of CSR increases students' reading proficiency which is students' reading comprehension.

Other researcher who was investigating the effectiveness of CSR strategy is AlSafadi (2017) on Palestinian ninth graders' reading comprehension skills. The researcher adopted the experimental approach on a sample of (80) female students at Al Toffah Preparatory School which were randomly selected. The participants were divided into two equivalent groups. Both groups were pretested to assure that they were equivalent. The experimental group was taught using CSR while the control one was taught by the traditional method in the second term of the scholastic year 2015-2016.The experimental group was taught using CSR while the control one was taught by the traditional method in the second term of the academic year 2015-2016.The results revealed that there were statistically significance differences at (a = 0.01) between the mean scores of the control group and those of the experimental one on the reading comprehension posttest, learning English motivation post application and reading motivation post application of the scale in favor of the experimental group. This positive result was attributed to the effectiveness of using the CSR.

3. The discussion of hypothesis 3

The third hypothesis in this research was the use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension in teaching reading about recount text at MTs N 2 Jepara. The Ancova test result showed that significance value is 0.00, which is lower than 0.05. This shows that the value of $p < \alpha$ or sig value <0.05 means that H_a is accepted and H_o is rejected. Then, the result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and THIEVES strategy is 0.7273. It can be concluded that the use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension and the third hypothesis in this research is accepted.

In relation to cooperative learning or student pairing, Johnson & Johnson (1989) argues that students who learn with groups will get better results and can understand information longer than those who study individually. According to Burns et.al. (1996) also added that cooperative learning can help students activate their prior knowledge and also learn from previous knowledge from their group friends in the class, this will make them play an active role in the learning process and increase attention. Klingner et al. (2001) found that cooperative learning in understanding learning can improve learning opportunities of students who have learning difficulties. He also found that peer interaction increased the opportunity to communicate meaningfully about a lesson.

4. The discussion of hypothesis 4

The fourth hypothesis in this research was the use of CSR strategy is most effective strategy to improve students' reading comprehension than all in teaching reading about recount texts at MTs N 2 Jepara. The result of *Scheffe* test showed the comparison mean difference between the use of THIEVES strategy and conventional strategy is 11.7727. The result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and conventional strategy is 12.5000. The result of *Scheffe* test showed the comparison mean difference between the use of CSR strategy and THIEVES strategy is 0.7273. It can be concluded that the use of CSR strategy is most effective strategy to improve students' reading comprehension than and the fourth hypothesis in this research is accepted.

Study in group is better that study individually like (Johnson & Johnson, 1987., Slavin, 1995) said that, there are some advantages of cooperative learning in the CSR such as; 1) this strategy can promote students' achievement academic achievement, 2) it can improve students' retention, 3) it can Increase students' satisfaction in the learning experience, 4) it can help student to develop their oral communication skill, 5) the students' social skills will be developed, 6) it can promote students' self –esteem, 7) it help student to promote their positive race relation. Those all advantages can be achieved in CSR because cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving

similar learning goals. With that kind of advantages can be reason that CSR is the best strategy at all.

D. Delimitation of the study

This research has been attempted to obtain maximum results, but in reality, there are still shortcomings due to several limitations in the research including the following:

1. The learning materials used on research only focus on reading recount texts. It can be applied to other types of text such as narrative, descriptive and many others.
2. Time allocation for this research is also limited because school institution only gives 5 meetings for this research. It included pretest - posttest and treatment.

The variables used to explain the results of this study are only limited to aspects of the use of learning strategies, aspects that can influence the results of students' reading comprehension such as interest, motivation, learning style, and student learning environment are not controlled in this study.